



# MLDS CENTER

Maryland Longitudinal Data System

Address 550 West Baltimore Street  
Baltimore, MD 21201  
Phone 410-706-2085  
Email [mlds.center@maryland.gov](mailto:mlds.center@maryland.gov)  
Website [www.MLDSCenter.org](http://www.MLDSCenter.org)

## MEMORANDUM

**TO:** MLDS Governing Board  
**FROM:** Ross Goldstein, Executive Director  
**DATE:** June 4, 2021  
**SUBJECT:** 2021 Legislation

---

### Purpose

The purpose of this agenda item is to provide a final update on legislation introduced during the 2021 Session of the Maryland General Assembly that impacts the MLDS Center.

### Legislation that Passed

[HB 320](#) (Chapter 586) - *Maryland Longitudinal Data System - Transfer of Student Data - Modifications*

The 2018 Career Preparation Act established a requirement for the Higher Education Commission to collect and provide the following information to the Maryland Longitudinal Data System Center:

- a. Professional and occupational licenses from Department of Labor and Department of Health;
- b. Vocational certificates from Maryland Community Colleges; and
- c. Industry certifications from a national certifier that receives state funds.

This bill fixes the legal and procedural issues with the law to allow the data to be collected directly by the MLDS Center. This data is important because it provides greater insights into career pathways and can help us better understand the outcomes of different programs that lead to professional and occupational licenses and careers. Specifically, the bill does the following:

- a. It has the MLDS Center directly collect the data, instead of the data being collected by the Higher Education Commission and then transferred to the Center because it is more secure to transfer the data once - as opposed to multiple times and it provides a more straightforward approach for all parties involved.
- b. The bill also specifies that the data provided must include personally identifiable information. This was added because the Department of Health indicated that without the specific statutory requirement, they could not disclose PII.
- c. The bill clarifies that the Health Occupation Boards, not the Secretary of the Department of Health, are responsible for providing the data. This was done because the Health Occupations Boards are independent of the Secretary.
- d. The bill adds a representative of the executive directors of the Health Occupations Boards to the MLDS Governing Board, to address the Department of Health's concern about the lack of representation on the MLDS Governing Board.

*Status:* The bill passed and was enacted under Article II, Section 17(c) of the Maryland Constitution. The bill takes effect on July 1, 2021.

**[HB 854](#)** - (Chapter 306) - *Maryland Longitudinal Data System Center - Inclusion of Child Welfare Data and Governing Board*

This bill, as amended, changes the definition of student data to include child welfare data. Child welfare data is defined as data relating to a child's experience with the child protective services, family preservation services, and state-sponsored out-of-home services. The bill also adds the Secretary of the Department of Human Services to the Governing Board. Finally, the bill establishes requirements for data dashboards on how out-of-home placement affects participation in higher education.

*Final Status:* The bill passed and was approved by the Governor. The bill takes effect on October 1, 2021.

**[SB 664](#)** (Chapter 577) - *Education - Student Financial Aid - Outreach Plan and Reporting*

This bill requires county boards of education (counties) to encourage and assist high school seniors in completing and submitting a FAFSA. Counties are required to develop an outreach plan and report the outcomes of those plans to the General Assembly. Counties are also required to report to the MLDS Center the number of students who did and did not complete and submit a FAFSA in the preceding year and the number of students that completed the FAFSA by the deadline for eligibility for State financial aid. The data is reported to the Center disaggregated by school (and is not student level data). The MLDS Center is required to report the information to the Governor and General Assembly.

*Final Status:* The bill passed and was enacted under Article II, Section 17(c) of the Maryland Constitution. The bill takes effect on July 1, 2021.

**[HB 1372](#)** (Chapter 55) *Blueprint for Maryland's Future - Revisions*

On February 12<sup>th</sup>, the General Assembly overrode the veto of the Blueprint. The Blueprint contains the requirements for the MLDS Center (see Blueprint for Maryland's Future - MLDS Requirements section below). A subsequent revision bill was taken up this year to address a limited number of issues and time changes due to the one year delay. One change in that bill that indirectly impacts the Center is the change in the definition of "dually enrolled student." The revised definition of dually enrolled student includes a student enrolled in a credit or noncredit certificate or license program, course, or sequence of courses that leads to certification or licensure at an institution of higher education in the state. Not all of the data is available to accommodate this change, which will impact the Annual Dual Enrollment Report.

**Legislation that Failed**

**[HB 46 / SB 584](#)** - *Education - Student Horizon Database and Scorecard (Students Right to Know Act of 2021)*

This bill requires MSDE to annually collect information on:

1. In demand jobs, including starting salary and education levels required;
2. The cost of attendance for colleges and private career schools, student loan information, and graduation and completion rates;
3. Completion rate and starting salary of students in apprenticeship and CTE programs.
4. Salaries of students who enlist in the military; and
5. The number of college graduates working in occupations that do not require a college degree.

With the information collected, MSDE is required to create a series of dashboards that provide the 50 highest enrolled college majors, vocational and private career schools, and CTE programs. The reporting

must allow users to compare schools by a variety of factors, including cost, starting salary of graduates, diversity, ethnicity, family income brackets, student loan payments, enrollment or employment status eight years after high school graduation, graduation rates, and average debt. The bill also requires local school systems to distribute the scorecard. The legislation directs MSDE to undertake the collection and development of the dashboards in collaboration with MHEC, Labor, and MLDS.

**HB 359 /SB 437** - *Maryland Longitudinal Data System - Student Data - Pregnant and Parenting Students*

This bill adds data on whether a student is or has been pregnant or is a parenting student to the definition of student data. This change would allow the Center to collect this information from MSDE. A related bill, HB 401, which passed, establishes a policy and reporting requirements for administering to the needs of pregnant and parenting students. HB 359 sought to ensure that there would be data for reporting and program analysis.

**HB 522** - *Public Schools - School Resource Officers and School Security Employees - Revisions*

This bill included a late amendment to add to the duties and functions of the MLDS Center the requirement to study the impact that school disciplinary action and assignment to juvenile detention has on a student's educational and economic outcomes. In addition, the bill directed the Governor to include in the annual budget bill an appropriation for the Center of at least \$100,000 for this new study requirement.

**Blueprint for Maryland's Future - MLDS Requirements**

1. Ed. Art. § 5-508(c) - Directs the Accountability and Implementation (AI) Board to work with the MLDS Center to collect and analyze data necessary to carry out the AI Board's responsibilities. The AI Board may direct the Center to: (a) provide access to a designated researcher, subject to the Center's procedures for staff authorization and access; (b) provide aggregate data tables; or (c) provide research or evaluation.
2. Ed. Art. § 5-413 - Requires the MLDS Center, in consultation with MSDE and MHEC, to submit a report to the AI Board, the Governor, and the General Assembly, on the progress made in increasing the preparation and diversity of teacher candidates and new teachers in the state as required by the Blueprint.
3. Ed. Art. § 7-203.5 - Requires each school system to implement a 9<sup>th</sup>-grade tracker system to measure each student's progress towards on-time graduation. The local school systems are required to report the information to MSDE, which in turn is required to report the information to the AI Board and the MLDS Center.
4. Ed. Art. § 7-446(d)(4) - Requires MSDE to collaborate with other youth-serving agencies, the Maryland Consortium of Coordinated Community Supports, and the MLDS Center to establish: (i) shared goals; (ii) processes to collect and share data; and (iii) ways to leverage and blend funding to support behavioral health in schools and community-based settings.
5. Ed. Art. § 7-446.1(j) - Requires the newly established *Consortium on Coordinated Community Supports* to develop metrics that may be used to demonstrate whether the services and supports provided through a grant from the Consortium are positively impacting the students served by the partnership. The development of the metrics must be coordinated with the MLDS Center and the AI Board to ensure consistency with other data collection efforts.
6. Ed. Art. § 24-703(f)(6) - Adds to the scope of the Center's functions and duties, including work at the direction of the AI Board (same requirement as #1 above). In addition, the Center is required

to analyze the social determinants from state agencies (MDH, DJS, and DHS) and local agencies that impact the education performance of students and indicate the need for wraparound services for students. To the extent practicable, the Center is required to conduct longitudinal studies of the impact of the Blueprint. Finally, the Center is required to report to the AI Board on its analyses of social determinants and generally on Blueprint impact.

### **2022 Legislative Proposals**

There are no legislative proposals recommended for the upcoming 2022 legislative session.

The Research and Policy Advisory Board discussed this topic at its June meeting. There was a discussion about issues with SB 664 (see above). The bill requires each local school system to complete a data sharing agreement with MHEC to receive FAFSA filing status information under the Federal FAFSA Completion Initiative. The information collected under the data sharing agreement would be used to report directly to the MLDS Center on the number of FAFSAs completed. The discussion focused on whether that requirement could be fulfilled statewide. In addition, there was a discussion about the value of the aggregate school level data being reported to the Center by the LSS's. That data will not be as useful as unit record data. However, the RPB did not recommend changes. Dr. Henneberger noted that the aggregate data would allow researchers to correlate FAFSA completion with high school demographic information.

Second, while the RPB did not have legislative recommendations, there was a recommendation for additional outreach to legislators and staff to provide a better understanding of the role of the MLDS Center and how and when the Center can best be utilized.

### **Action**

Information only.